

CHAPTER I

INTRODUCTION

The introduction is intended to give a general description about this study. It discusses the background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

At this time of education has an important role in creating a smart and useful life, and therefore a change in the field of education to be done to improve the quality of education, especially in English. English is very important because the language of Britain is the language used throughout the world to communicate.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important because English is taught at formal school starting from junior high school up to senior high school. It is supported with Lauder (2008) statement that English is a compulsory subject to be taught for three years at junior high school and for another three years in senior high school. Many people also want to increase their English ability by joining English course. Now, society in Indonesia realize that English is very important and it can support their job in the future.

Language skill includes four types such listening, speaking, reading, and writing. Those skill are interrelated with each other (Tarin, 2008:1). Speaking is one of the important aspects in learning English, because speaking is an important

tool for communication. Without speaking skill students cannot deliver their ideas to teacher. Speaking is the fundamental skill of English. Chancy (1998) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context.

In learning English students also experience many difficulties. There are three difficulties faced by students namely vocabulary, conversation and pronunciation. It is also supported with previous study by Kharisatul (2010) that difficulties in learning speaking was about memorizing vocabulary and their pronunciation when they spoke in front of class. Moreover, the basic problems faced by students in speaking skill are vocabulary and pronunciation. Students experience difficulty in understanding new vocabulary and in speaking because they are not accustomed to using English. Students should be learning more how to do conversation in English and memorize a lot of vocabulary to be able speak well. Hence, teachers are expected to use proper teaching techniques to boost student motivation in learning English especially in term of speaking skill.

To improve the ability of students in speaking, teachers have to determine appropriate teaching techniques. Proper technique can affect the students' understanding in learning speaking. If the teachers use a fun and persuasive techniques, students will be interested in learning English particularly speaking. Most of teachers do not use various teaching technique which causes students boredom in teaching and learning process. According to Harmer (2007), the role of teachers in speaking should be the prompter, facilitator, and feedback provider that can facilitate students' practicing English. Hence the use of proper speaking technique can affect the way students learn.

The use of proper speaking technique could be beneficial for teachers and students in teaching and learning process. Students can understand the material if teacher convey the subject matter in a fun and motivating atmosphere. Furthermore, the use of proper speaking technique can improve students learning result. In this case, because speaking is a difficult skill to master, it is expected that teacher convey the materialsa more positive atmosphere to increase students interest on the material. Harmer (1998) states that the teacher should make their lesson interesting so the students will not fall asleep during learning English.

There are a lot of teaching techniques can be used by English teacher in speaking skill. According to Bobby (2005), teachers use some techniques in their speaking activity such as game, role play, small group, and drill. Teacher preparation in teaching is also important factor in the teaching and learning process. Teacher should allocate appropriate time to apply techniques in teaching process to make students understand about the material. Related to the previous research, Bambang (2008) states that students were influenced by the way a teacher conducts class. Therefore, if a teacher can handle class in a fun and motivating atmospheres, the class will be effective to facilitate students to practice and practice.

In Indonesia, English is taught from junior high school school until senior high school. In junior high school, students learn the English for two meetings in a week. In junior high school, students are taught English in terms of speaking, reading, writing and listening. In this learning, students find difficulties especially when they have to speak because their habits in daily use Indonesian in the classroom either with a friend or teacher. In the previous reaserch, Siti (2011)

states that students in junior high school are not enthusiastic and not courageous enough to involve themselves in the speaking class. Therefore, they need an attractive technique to stimulate them to speak English.

SMP 1 Negeri Tambak is one of the best junior high schools in Bawean and this school as a national-standard school. SMP 1 Negeri Tambak consists of three levels of grades namely the 7th, the 8th and the 9th and each level has 12 classrooms, namely class A until class L. This school employs K13 curriculum to teach students. There are 22 teachers and 5 staff consisting of administration staff and others. For English teachers, there are two teaching teams one for teaching English for all classes.

In this study, the researcher chooses the 7th grade students in SMP 1 Negeri Tambak as the research subject. In the 7th grade, students are expected to be capable of learning English well especially in terms of speaking skill. In this observation, the researcher expects that there will be a connection between teachers and students in learning speaking to get the most of the result. Teachers should be able to teach in an interesting way to make the learning process run properly. In case, this school has never been researched yet and the progress of the teaching process especially English subject is not developed. Thus, this study hopes to give contribution and solution either for the school, the teacher, and student, so the school can be developed better.

1.2 Statement of the Problems

Based on the background that has been discussed above, the researcher formulates the problems as follows :

- a. What are techniques used by the English teacher in teaching speaking to the 7th grade students at SMP 1 Negeri Tambak Bawean?
- b. How does the English teacher implement the techniques of teaching speaking to the 7th grade students at SMP 1 Negeri Tambak Bawean?
- c. What are problems does the teacher face in the implementation of the techniques ?
- d. How does the teacher copewith the problems ?

1.3 Purposes of the Study

Based on the statement of the problems that has been discussed above, the reasercher formulates the problems as follows :

- a. To describe the techniques used by the English teacher in teaching speaking to the 7th grade students at SMP 1 Negeri Tambak Bawean
- b. To explain how the English teacher implements the teching teachnique of speaking to the 7th grade students at SMP 1 Negeri Tambak Bawean
- c. To describe problems faced by the teacher in the implementation of the techniques.
- d. To describe howthe teacher copewith the problems.

1.4 Significance of the Study

The reasercher expects that the result of this study will give benefits to English teacher to improve their knowledge in implementing appropriate techniques to teach speaking. Besides, this study can provide feedback to English teachers in junior high school to select the suitable techniques to teach speaking based on the curriculum in junior high school. Then, it can be used as guideline

for teachers who face problems in implementing those techniques and it can help teachers to solve the problems.

1.5 Scope and Limitation of the Study

The reasercher focuses on studying technique of teaching speaking that used by English teacher, how the teacher apply the techniques, problem that by English teacher in implementing the techniques of teaching speaking, and the ways how the teacher cope the problems in implementing the techniques of teaching speaking. This reaserch is limited to the first year students in G class at SMP 1 Negeri Tambak Bawean.

1.6 Definiton of Key Terms

To avoid misunderstanding of the terms used in this study, it is necessary to define the key terms as follows:

- a. Technique is any of wide variety of exercise, activities, or device used in the language classroom for realizing lesson objectives (Brown, 2007).
- b. Speaking is communicative tool to unite social solidarity, social ranking, social advancement and business (Gate, 2000).
- c. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing how to know or understand (Brown, 2000).
- d. SMP 1 Negeri Tambak Bawean is a level of junior high school which is located in tambak keramat street, Gresik regency. SMP 1 Negeri Tambak Bawean is one of favorite school in Bawean island and becomes the place were the research will be conducted.